DOCUMENT RESUME

ED 169 313 CE 020 498

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TITLE	Home Economics--Child Care Services. Kit No. 24. Instructor's Manual [and] Student Learning Activity Guide.
INSTITUTION	Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	78
GRANT	SC-5058-76-I-211-0330
NOTE	24p.; For related documents see CE 020 474-566
AVAILABLE FROM	Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Behavioral Objectives; *Child Care Occupations; *Home Economics Education; Instructional Materials; *Learning Activities; *Learning Modules; Occupational Clusters; *Occupational Information; Prevocational Education

ABSTRACT

An instructor's manual and student activity guide on child care services are provided in this set of prevocational education materials which focuses on the vocational area of home economics. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (four to eight periods), activity goals, instructional objectives (eight), related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, student fact sheet for duplication). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e.g., construct a splatter screen and use for printing, make finger paint for children). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for children's institution attendant, nursery school attendant, and playroom attendant conclude the document. (JH)

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ED169313

HOME ECONOMICS – CHILD CARE SERVICES

Kit No. 24

INSTRUCTOR'S MANUAL

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State Department of Education
Office of Vocational Education
Prevocational Education
Columbia, South Carolina 29201

In Cooperation With

Vocational Education Media Center
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1978

CE 020 498

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TITLE OF ACTIVITY

Kit No. 24, Home Economics – Child Care Services

DURATION

Main Activity – 3 to 5 periods
Follow-up Activity – 1 to 3 periods

GOALS

The students will build a splatter screen.
The students will print using splatter screen.
The students will mix finger paints.
The students will teach small children to print with splatter screen and how to finger paint.

INSTRUCTIONAL OBJECTIVES

The students will measure and mark a board to be cut.
The students will cut the board.
The students will assemble the frame for the splatter screen.
The students will cut the screen wire.
The students will staple the screen wire on the frame.
The students will make the pattern for printing.
The students will print using splatter screen.
The students will help the children finger paint.

VOCATIONAL CLUSTERS

Home Economics
Office Occupations
Trades and Industries

ACTIVITY IMPLEMENTATION

A. Description

The students will construct a splatter screen and print with it using shoe polish and a toothbrush. They will make finger paint by mixing ingredients found in the kitchen.

B. Safety

Handle tools carefully to avoid injury to yourself and others.

C. Materials

1. Audio Visual Equipment
   None
2. Technical Equipment
   4 metal rules
   4 trysquares
   4 saws (crosscut handsaws)
   4 hammers
   4 staple guns
   10 small mixing bowls
   10 measuring cups, ½ cup size (118 cc)
   10 sets of measuring spoons
   10 spatulas
3. Expendable Materials
   1 pine wood 2 in. x 3 in. (5.08 x 7.62 cm) furring strips; 4 ft. (1.22 m) per screen
   1 screen wire, 12 in. x 12 in. (30.48 cm x 30.48 cm) for each splatter screen
   1 box 3/8 in (.9525 cm) staples
   2 lbs. (.907 kg) 6dcc nails
   5 lbs. (2.268 kg) flour
   1 box salt
   Jello – one box for each mixing – use a variety of colors (3 oz. – 85.05 g size)
   Newspaper
   Butcher paper
   Construction paper
   Shoe polish
   Toothbrushes
   Container for finger paint (something with a lid)

D. Preparation Prior to Class

Order expendable materials.
Have students bring their materials – toothbrush, shoe polish, newspaper, container for finger paint.
Plan to go to child care center, kindergarten, or elementary school.
Divide class into groups of 8 for making splatter screen and groups of 2 or 3 for making finger paint.

E. During Class Session

INTRODUCTION – This kit gives instructions for making a splatter screen and nontoxic finger paint. These are to be used in conducting a playtime with a local child-care center, kindergarten, or elementary school.

It is important to understand that play for a young child is just play. But underneath that play is much more. Finger painting, for example, is a terrific way for a young child of five or six to express himself/herself in as many ways as the mind can conjure up. A young child can express ideas and thoughts on paper that could not be expressed any other way and perhaps not even understood by "us" adults.

The kind of action and movement involved in these two activites helps young children in another important way, by helping his/her muscles develop properly. Small muscles need this kind of action to train them to do what the child wants them to do, such as printing his/her alphabet or tying his/her shoe.

Have you ever thought how to make a child feel self-confident? Completing a project such as splatter screen printing or finger painting can make a child feel as important as a king, especially if you praise and encourage him/her. Creating this kind of feeling in a child will encourage him/her to try more difficult projects or "play" learning with the attitude that he/she will succeed. He/she can enjoy success at an early age with the help of the "adults" around him/her.

Before taking your completed projects to the child-care center, try them out to see how they feel and work. If you do this, you will know how it feels and it might just be fun.

To make your meeting with your "new friend" easy, go prepared. Prepared for anything! When your class goes on the field trip, you will be assigned a child to be involved with and help complete the projects you take.

Have you ever imagined being in a world of giants all the time? A child of the age you will be playing with lives in this world all the time. Is this a little scary? Well, maybe not to tall people, but just do this little experiment. Get down on your knees and try to use a big chair and table. Try to see what is on the table for dinner. What did you discover?

When you meet your new friend try to get acquainted with him/her on HIS/HER LEVEL. Sit on your knees or sit on the floor with him/her. Talking with the child about what you are going to do will catch his/her attention and make him/her feel more secure. Help the child put on a smock to protect his/her clothes.

Have your butcher paper cut and ready. Take newspapers with you to protect the floor or tables. To finger paint, put the butcher paper, shiny side up, on top of the newspapers and pour about a tablespoon of paint you have prepared onto the paper. Let the child do the "work." You might help him/her with the painting if he/she is reluctant.

The child will probably tell you what kind of squiggles he/she likes to make, such as circles, waves, etc. Ask him/her if he/she can feel the paint and ask him/her to tell you how it feels. Since it has salt in it, it might feel rough or grainy like sand. The smell might be obvious also.

Encourage the child to spread the paint all over the paper and then push the paint aside to make any design or picture desired. Do not rush the child.

Clean-up should be immediate and complete. Before starting the clean-up, give the child a two- or three-minute warning that time is almost up. Encourage the child to help clean up. This activity does two things; it gets the child cleaned up and teaches him/her how to clean up also.

Make friends with the child before beginning the splatter screen activity. Put a smock or old shirt on the child to protect clothing. Put newspapers on the floor or table. Tell the child what you are going to do. Allow the child to choose the color of construction paper. The choices of construction paper should be dark; the shoe polish will show up best on dark paper.

On top of the construction paper, put a silhouette – circle, bell, star, flower (or anything you choose). Arrange the silhouette (made from stiff paper) on top of the construction paper and place the screen over it. Using a toothbrush, dip it into white shoe polish and rub it across the screen, splattering it until you have enough to leave the outline of the object. Remove the screen and the paper object to see the picture. Again, clean

up immediately.

Remember to encourage and praise the child to instill self-confidence and pride in his/her work. Providing safe play prevents dangers. You now have two valuable, fun and useful creative playtimes which children will enjoy.

TO THE TEACHER: Divide class into three groups and decide on number of screens.

The teacher will need to distribute materials, to move about the room to observe the students' work and answer questions.

F. **Follow-up Activities**

1. Have each student fill out VIEW Fact Sheet.
2. Field trip to child-care center, kindergarten, or elementary school to help the children to print and finger paint.

MASTERS FOR DUPLICATION

VIEW Fact Sheet

VIEW FACT SHEET

NAME _____ CLASS _____ OCCUPATION _____

A. List the advantages (good points) of this occupation (job).

B. List the disadvantages (bad points) of this occupation (job).

C. List three things you should know to do this occupation (job).
1.
2.
3.

D. What type of education should you get to be prepared (do) for this occupation (job)?

E. What courses must you take to go into this occupation (job)?

F. What do you think your future in this occupation (job) will be?

G. What wage can you expect in this occupation (job)?

H. What are the working hours of this occupation (job)?

I. To learn more about this occupation (job), write to:

J. Using a scale of 1 to 5, circle the number that measures your interest in this occupation (job) as a possible career.

I don't like it. 1 2 3 4 5 I like it.

HOME ECONOMICS – CHILD CARE SERVICES

Kit No. 24

STUDENT

LEARNING ACTIVITY GUIDE

Prepared by

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INTRODUCTION

The students will construct a splatter screen from strips of wood and screen wire using an assembly line. Then they will choose and make a pattern to use in printing. Using a toothbrush and shoe polish, they will complete the simple project. Meanwhile, through the various steps the students will learn about small children and their need for self-expression and their need for completing a project, as the actual printing (not the construction of the screen).

FLOW CHART

Group A
Cutters
↓
Group B
Assemblers
↓
Group C
Putting screen wire on

DIRECTIONS

Read through the complete program before starting.

Handle tools carefully to avoid injury to others and yourself.

Follow the instructions carefully and complete each step.

Remember to bring your material (toothbrush and shoe polish).

PROGRAMMED TEXT

See the attachments for programmed text for each group.

GROUP A

CUTTERS

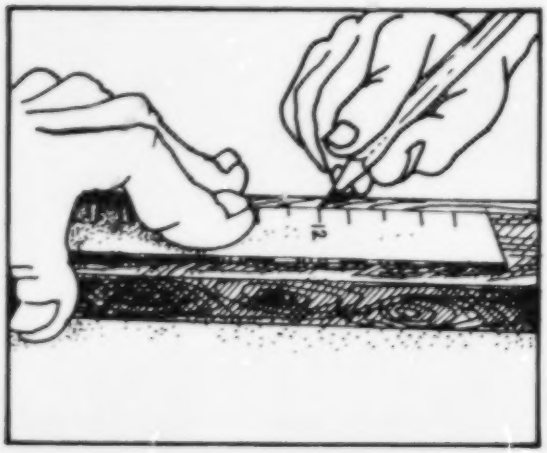
PROGRAMMED TEXT FOR GROUP A

CUTTERS

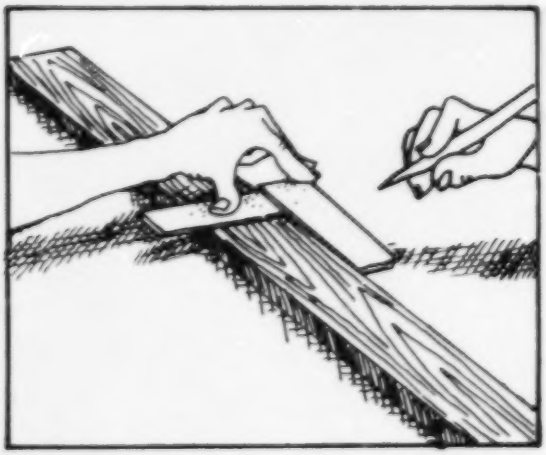
Some of the students in your group can measure the wood while the others cut. Then they can switch to give each other a chance to measure and cut.

Instructional Objective 1

The student will measure 12 inches (30.48 cm) and mark the board.



STEP 1 – Using the metal rule, measure 12 inches (30.48 cm) from the end of the board and mark next to the edge of the board.



STEP 2 – Using the try square, mark a line across the board. Make sure the handle is against the edge of the board.

Check Point

Have a fellow student recheck your measurement.

Instructional Objective II

The student will cut the wood where it is marked.

STEP 1 – Hold saw firmly in your hand and draw across the wood several times to start the cut.

STEP 2 – Make sure to cut on the line.

STEP 3 – One can hold while the other cuts and switch back and forth.

Check Point

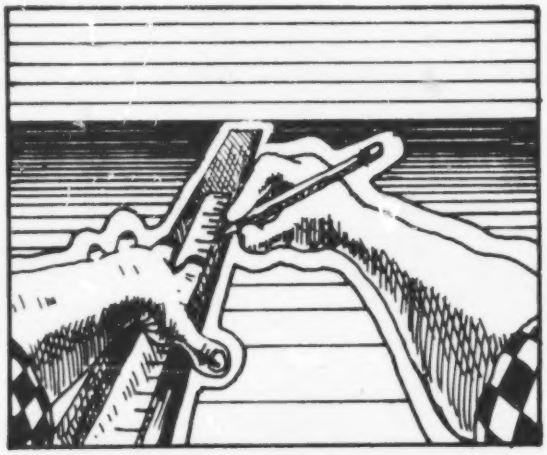
A student will measure to see if the board is 12 in. (30.48 cm). You will need to cut 2 pieces 12 in. (30.48 cm) long for each splatter screen to be made.

Instructional Objective III

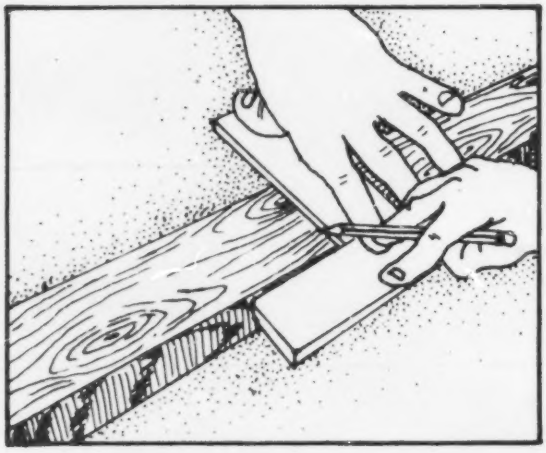
The student will measure 10½ inches (26.67 cm) and mark the board.

Check Point

A student will measure to see if the board is 10½ inches (26.67 cm) long.



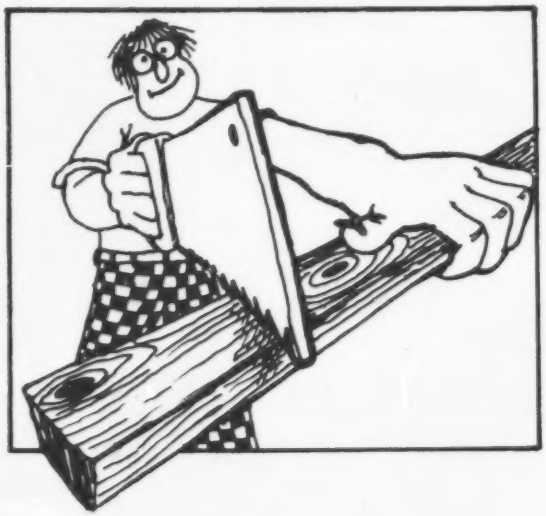
STEP 1 – Using the metal rule, measure 10½ inches (26.67 cm) from the end of the board and mark near the edge of the board.



STEP 2 – Using the try square, mark a line across the board. Make sure the handle of the square is against the edge of the board.

Instructional Objective IV

The student will cut the wood where it is marked.



STEP 1 – Hold the saw firmly in your hand and draw across the wood several times to start the cut.

STEP 2 – Make sure to cut on the line. One can hold the wood while the other cuts and switch back and forth.

Check Point

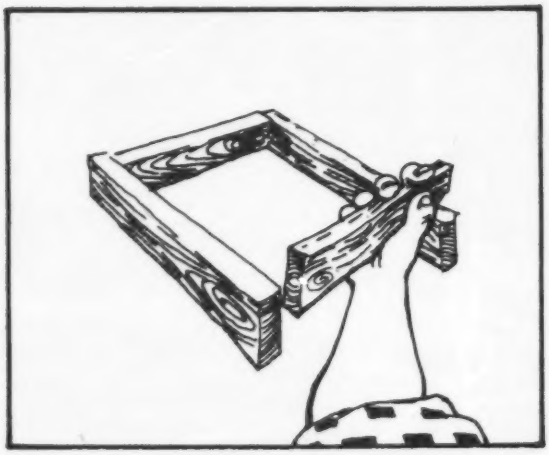
Have a fellow-student check to see if your board measures 10½ inches (26.67 cm) long after it has been cut. You will need to cut two pieces 10½ inches (26.67 cm) long for each splatter screen to be made.

PROGRAMMED TEXT FOR GROUP B

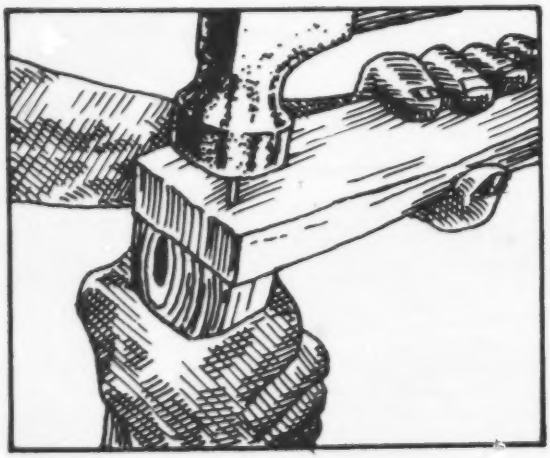
ASSEMBLERS

Instructional Objective 1

The students will assemble the frame for the splatter screen.



STEP 1 – Place the short pieces 10½ in. (26.67 cm) between the long pieces 12½ in. (31.75 cm)



STEP 2 – Using the hammer, nail the pieces together. Have one person hold the wood while the other nails them.

Check Point

All four corners have to be nailed. If this is done pass it to another group to put the screen wire on the frame.

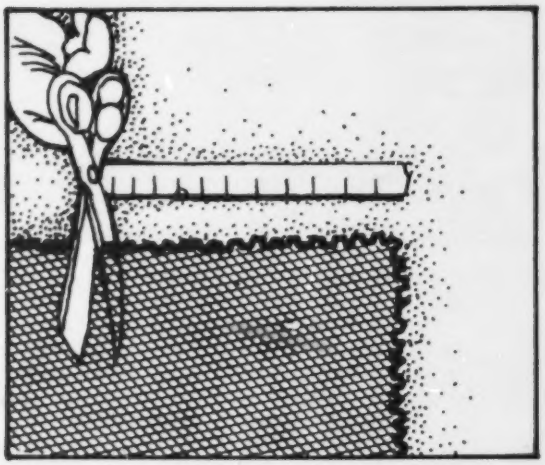
15

PROGRAMMED TEXT FOR GROUP C

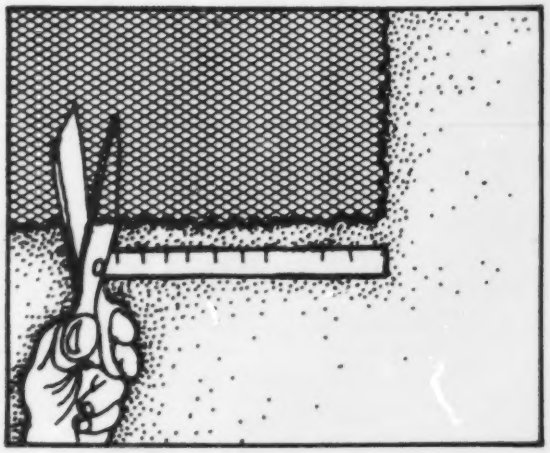
SCREEN ASSEMBLY

Instructional Objective

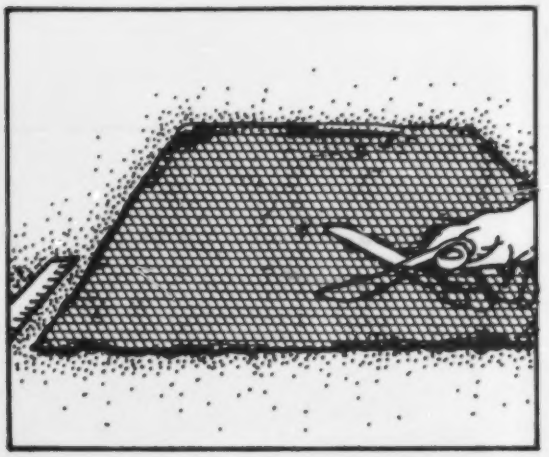
The student will cut the screen wire into 12 in. (30.48 cm) squares.



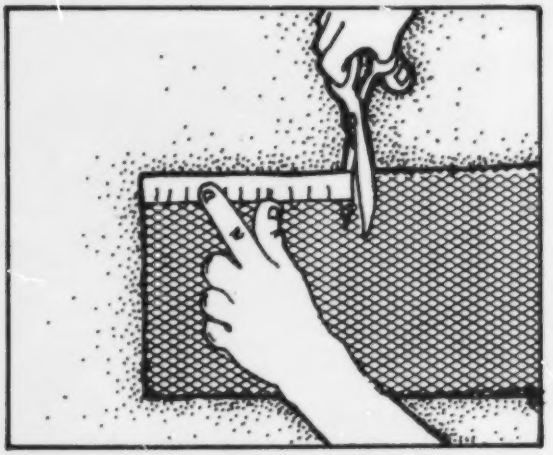
STEP 1 – Measure up 12 in. (30.48 cm) and cut a notch in the screen wire.



STEP 2 – Do the same thing on the other side.



STEP 3 – Using a pair of scissors, cut the screen wire.



STEP 4 – Measure 12 in. (30.48 cm) along the edge of the long strip and cut across the strip.

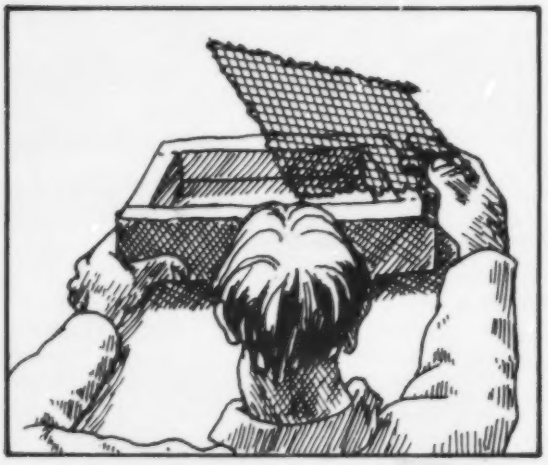
Check Point

Cut enough 12 in. (30.48 cm) squares to have one for each frame.

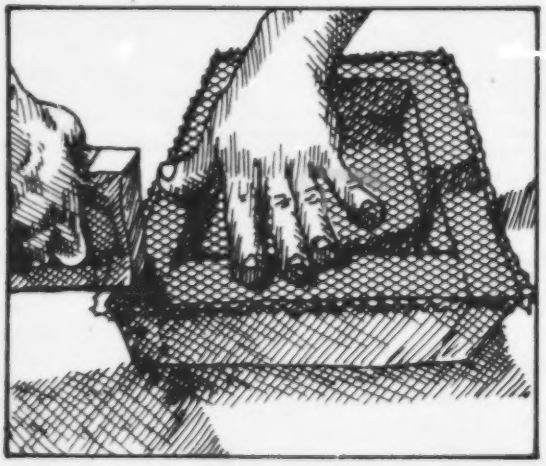
16

Instructional Objective II

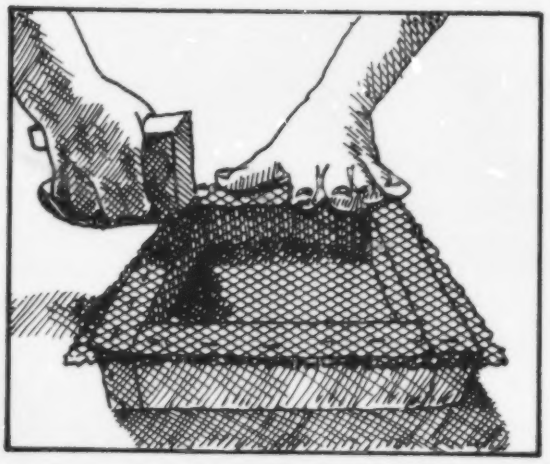
The student will staple the screen wire to the frame.



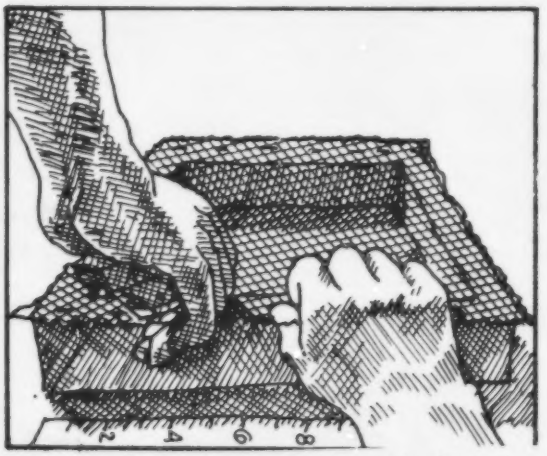
STEP 1 – Lay screen wire over the frame.



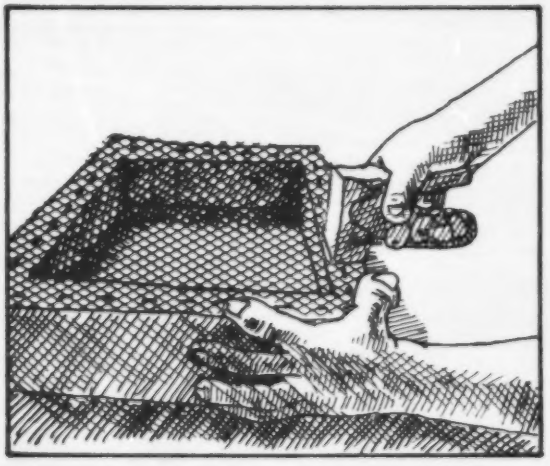
STEP 2 – Start on one corner and staple one side. Stretch the screen wire as you staple it. Staple about two inches (5.08 cm) apart.



STEP 3 – When you reach the corner, staple across the end. Stretch the screen wire as you staple it. Place staples about two inches (5.08 cm) apart.



STEP 4 – Staple down the other side. Stretch the screen wire so that it is tight.



STEP 5 – Staple across the last end.

Check Point

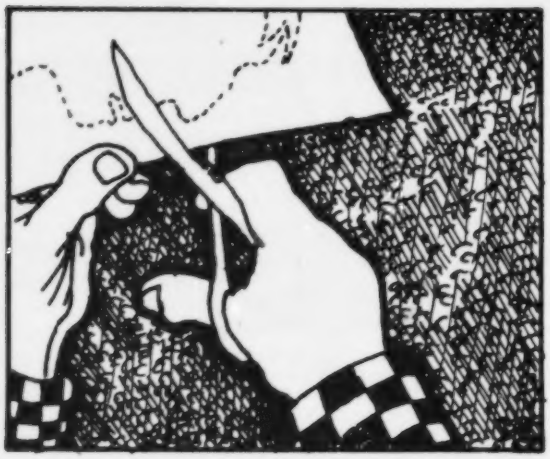
Make sure that the screen wire is tight and after all screens have been completed give one to each student for printing.

PROGRAMMED TEXT FOR SPLATTER SCREEN PRINTING

Instructional Objective 1

The student will make the pattern (a shape) for printing.

STEP 1 — Draw or trace pattern (object) on a sheet of construction paper.



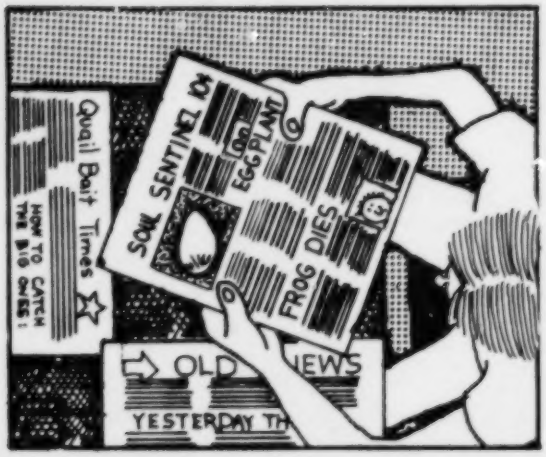
STEP 2 — Using a pair of scissors, cut out the pattern.

Check Point

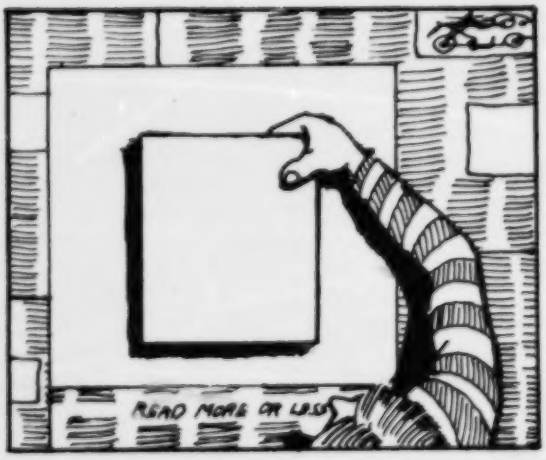
Have your instructor observe your pattern.

Instructional Objective II

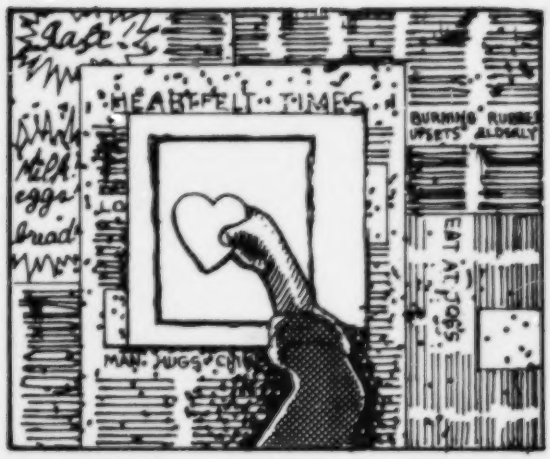
The student will prepare to print.



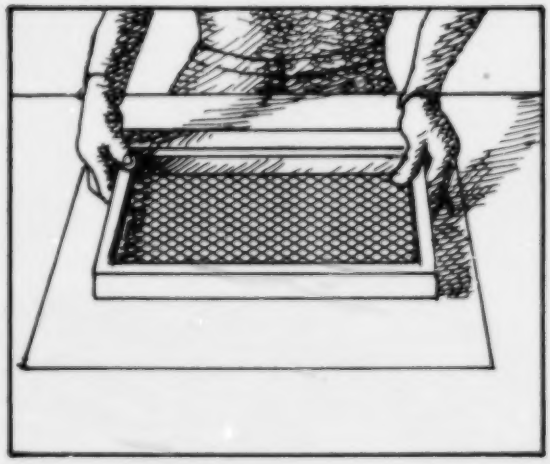
STEP 1 – Place newspaper on floor or table where you are going to print.



STEP 2 – Place construction paper on newspaper close to the center of large paper.



STEP 3 – Place patterns on construction paper where you want to print.



STEP 4 – Put splatter screen over construction paper.

Check Point

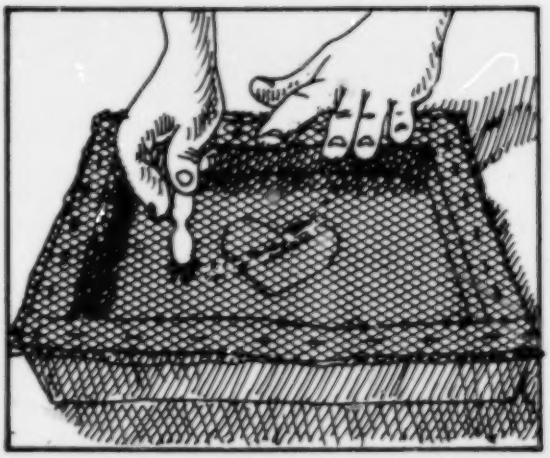
Have instructor check your work area before you start to print.

Instructional Objective III

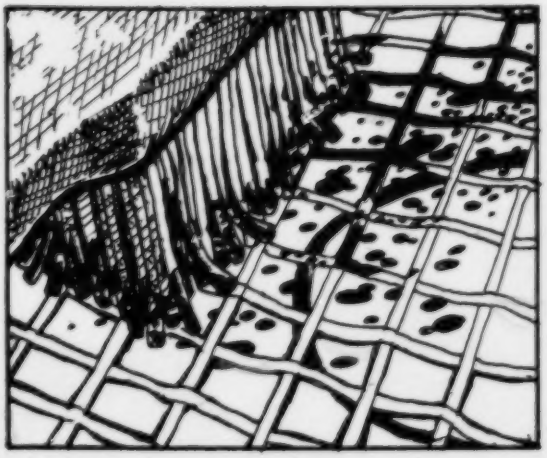
The student will print using the splatter screen.

STEP 1 – Pour shoe polish in a lid or small container.

STEP 2 – Dip toothbrush into shoe polish.



STEP 3 – Rub toothbrush on screen wire to splatter over the picture.



STEP 4 – Repeat several times until construction paper is well spotted.

Check Point

Show the teacher the completed printing. It needs to dry for approximately 1/2 hour.

FINGER PAINT

INTRODUCTION

The student will mix the ingredients to make a finger paint. This finger paint could be used at a child-care center, kindergarten, or elementary school. Make sure that you follow the step-by-step instructions very carefully.

DIRECTIONS

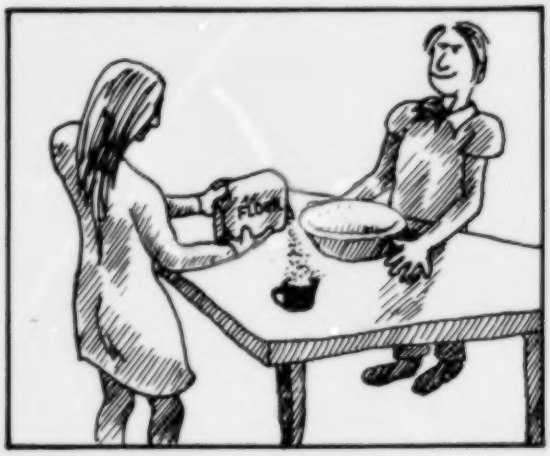
1. Read through the directions carefully.
2. Measure ingredients carefully and accurately.
3. Mix ingredients thoroughly.
4. Obtain the following ingredients and materials from the teacher.

   A. flour
   B. salt
   C. jello
   D. water
   E. mixing bowl
   F. measuring cup
   G. measuring spoon
   H. spatula

PROGRAMMED TEXT FOR MIXING FINGER PAINT

Instructional Objective 1

The student will mix the correct ingredients to make finger paints.

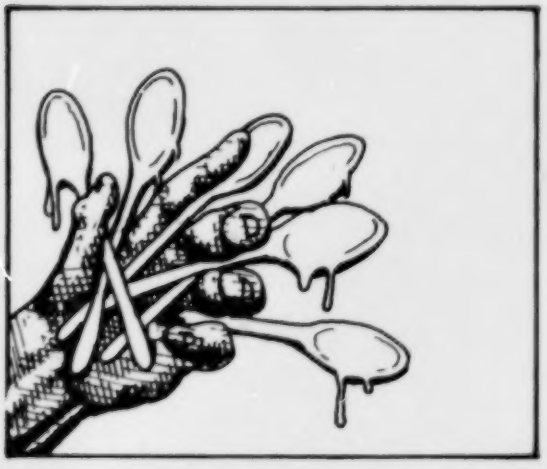


STEP 1 – Measure 1/2 cup of flour and pour into mixing bowl. (118 cc)

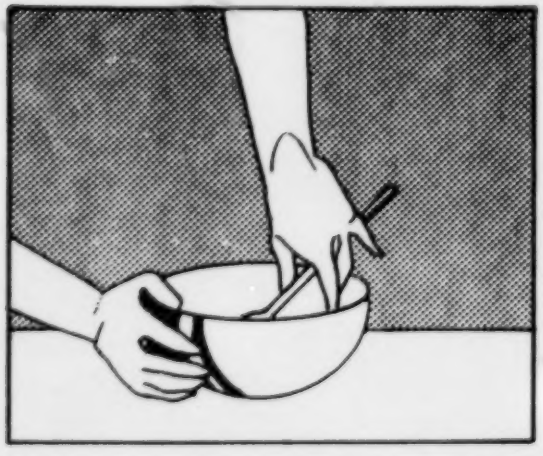
STEP 2 – Measure 2 tablespoons of salt and pour into mixing bowl. (30 cc)

22

STEP 3 – Pour in a box of Jello for color and texture.



STEP 4 – Measure 6 tablespoons of water and pour into mixing bowl. (90 ml)



STEP 5 – Mix ingredients until they form a paste.

STEP 6 – Pour finger paint into a small jar with a lid.

Check Point

Turn in the finished product to your instructor.

23

359.677-010 ATTENDANT, CHILDREN'S INSTITUTION (any ind.) child-care attendant; house parent

Cares for group of children housed in city, county, private, or other similar institution, under supervision of superintendent of home: Awakens children each morning and insures children are dressed, fed, and ready for school or other activity. Gives instructions to children regarding desirable health and personal habits. Plans and leads recreational activities and participates or instructs children in games. Disciplines children and recommends or initiates other measures to control behavior. May make minor repairs to clothing. May supervise housekeeping activities of other workers in assigned section of institution. May counsel or provide similar diagnostic or therapeutic services to mentally disturbed, delinquent, or handicapped children.

359.677-018 NURSERY SCHOOL ATTENDANT (any ind.) child-care leader; child-day-care center worker; day care worker

Organizes and leads activities of prekindergarten children in nursery schools or in playrooms operated for patrons of theaters, department stores, hotels, and similar organizations: Helps children remove outer garments. Organizes and participates in games, reads to children, and teaches them simple painting, drawing, handwork, songs, and similar activities. Directs children in eating, resting, and toileting. Helps children develop habits of caring for own clothing and picking up and putting away toys and books. Maintains discipline. May serve meals and refreshments to children and regulate rest periods. May assist in such tasks as preparing food and cleaning quarters.

359.677-026 PLAYROOM ATTENDANT (any ind.) kindergartner

Entertains children in nursery of department store, country club, or similar establishment as service to patrons. Reads aloud, organizes and participates in games, and gives elementary lessons in arts or crafts.